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ABSTRACT

The Lau Program, a project designed to provide bilingual education and English as a Second Language (ESL) instruction to Limited English Proficiency students in the Dallas, Texas, schools is examined in this interim report. A brief program description, including the project's objectives and activities is given in the first section. Major evaluation questions are listed and data collection procedures are discussed in the second and third sections. The following areas are considered: (1) characteristics of the identification and assessment efforts; (2) characteristics of the program's diagnostic, prescriptive and placement activities; (3) the extent to which bilingual education and ESL curriculum components were implemented according to district standards; (4) methods used to monitor student progress and program implementation; (5) personnel recruitment training, and assignment efforts undertaken; and (6) achievement gains of LEP students. (JCD)

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DEPARTMENT OF RESEARCH AND EVALUATION

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INTERIM EVALUATION OF THE LAU PROGRAM, 1980-81

BE80-431-51-09

Ted O. Almaguer
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Approved report of the
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PROJECT: Evaluation of the Lau Program, 1980-81

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The main intent of this interim report is to provide the Office of Civil Rights and DISD administrative personnel with the initial findings of the evaluation of the Lau Program. The report is subdivided into five sections. First, a brief program description outlining the project's goals and activities is given. Second, major evaluation questions are listed. Third, data collection procedures are discussed. Fourth, initial findings of the evaluation are presented. Finally, ongoing evaluation activities are discussed.

Description and Purpose

The Lau Program is designed to provide Bilingual Education and English-as-a-Second Language (ESL) instruction to students of limited English proficiency. The bilingual education curriculum includes subject matter instruction and language development both in English and in the student's dominant language. In addition, the curriculum focuses on the development of students' self-confidence, positive self-concept, and positive attitudes toward the students' cultural heritage. The ESL curriculum stresses the comprehension and utilization of the English language. More specifically, ESL instruction emphasizes the development of students' listening, speaking, reading, and writing skills.

The main intent of the Lau Program is to help all students of limited English proficiency to effectively participate in the District's English-based educational program. The objectives of the program are:

(a) to identify, assess, and categorize all students of limited English proficiency within the Dallas Independent School District (DISD),

(b) to diagnose their level of language proficiency and to prescribe and deliver appropriate instructional programs to them,

(c) to notify parents regarding placement of students in appropriate bilingual education and ESL instructional settings,

(d) to utilize strategies in bilingual education and ESL curriculum that meet the academic needs of LEP students,

(e) to utilize a campus-level team approach to review student data and DISD criteria when promoting, retaining, or exiting LEP students from a given grade level or educational program,

(f) to monitor the student's progress and the implementation of bilingual education,

(g) to monitor the student's progress and the implementation of the ESL instructional programs,

(h) to recruit, train, and assign staff and teachers in an effort to maximize the delivery of services to LEP students, and

(i) to evaluate the bilingual education and ESL instructional programs.

All students who are identified as students of Limited English Proficiency (LEP) are eligible to participate in the Lau Program. Multiple indices are currently being used to identify these students. Elementary and secondary students are administered the Primary Acquisition of Language (PAL) and Language Assessment Scales (LAS), respectively. Elementary and secondary students who are categorized as less than or equal to 4 and 3 on the PAL and LAS, respectively, are potential LEP students. Achievement test (e.g., the Iowa Tests of Basic Skills and the Tests of Achievement Proficiency) scores are then used to crossvalidate the results of these language proficiency measures.

Finally, where there is lack of congruence between the results of the achievement and language proficiency measures, campus-level teams consisting of administrators, counselors, and teachers make the final determination with respect to the student's eligibility.

Major Evaluation Questions

This year's evaluation of the Lau Program will focus on the questions listed below. This interim report presents the initial evaluation findings to questions 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 5.1 5.2, and 5.3.

1.0 What were the characteristics of the identification and assessment efforts?

- 1.1 What procedures and instruments were used to identify and assess students of limited English proficiency?
- 1.2 How many students of limited English proficiency were identified?
- 1.3 What were the characteristics of these students?
- 1.4 What were the characteristics of the testing personnel?

2.0 What were the characteristics of the program's diagnostic, prescriptive, and placement activities?

- 2.1 What instruments and techniques did campus-level teams and/or teachers use to further diagnose home language and English proficiency?
- 2.2 What curriculum prescriptions were used in the instructional process?
- 2.3 How were students placed and grouped in classrooms?
- 2.4 Were parents notified of their child's placement in Bilingual Education/ESL programs?
- 2.5 Were parents given an explanation of program placement options?

3.0 To what extent were bilingual education and ESL curriculum components implemented as specified in the District's plan for meeting the needs of Limited-English-Proficient students?

3.1 What was the proposed curriculum for meeting the academic needs of elementary and secondary LEP students?

3.2 What were the characteristics of the educational programs provided to LEP students?

3.3 Were the curriculum components of these programs congruent with the proposed curricula for meeting the needs of LEP students?

3.4 How many LEP students received program services?

3.5 How many LEP students failed to receive services as outlined in the District's plan for meeting the needs of these students of limited English proficiency?

3.6 What factors and/or conditions prevented the delivery of services to all LEP students?

4.0 What were the characteristics of the methods used to monitor student progress and program implementation?

4.1 What procedures were used to monitor the degree of program implementation?

4.2 What procedures were used by campus-level teams to monitor student progress?

5.0 What were the characteristics of the personnel recruitment, training, and assignment efforts?

5.1 What were the characteristics of the personnel recruitment efforts?

5.2 How many Bilingual Education/ESL instructors were recruited with acceptable credentials (bilingual certificates, permits or endorsements)?

5.3 What is the basis for assigning and reassigning bilingual education personnel to schools?

5.4 What were the characteristics of the Bilingual Education and English-as-a-Second-Language instructors?

5.5 Did the characteristics of the Bilingual and ESL instructors meet the criteria set by the District's plan for meeting the needs of students of limited English proficiency?

5.6 What were the characteristics of the in-service staff development work sessions?

6.0 What were the achievement gains of LEP students?

6.1 What achievement measures were administered to the students?

6.2 What were the students' achievement levels?

6.3 In a given educational program, was there variability in achievement gains due to the variation in the delivery of services?

Data Collection Procedure

The information in this report was collected from various sources. The number of LEP students and their characteristics were extracted from the District's machine-readable data base and from Data Processing. The characteristics of the testing personnel were gathered from the records of the Departments of Research and Evaluation, Bilingual Education, and Personnel. The Personnel Department also provided information concerning the recruitment, assignment, reassignment, and number of bilingual education personnel. Facts about the proposed curriculum of the District's bilingual education program were obtained from two written sources: "Educational Plan for Meeting the Needs of Limited English - Speaking Ability Students - K-12" and " Student Characteristics and Curriculum Prescriptions." In addition to the written sources, information was also received from the Bilingual Education Department. Descriptions of other programs serving LEP students were gathered from interviews with program evaluators, interviews with program directors, and District program descriptions.

Initial Evaluation Results

1.1 What procedures and instruments are being used to identify and assess students of limited English proficiency?

The identification and assessment of the LEP student population is an ongoing process. There are two distinct phases to the process. In the first phase, parents are asked during student registration to respond to home language survey forms. The results of these surveys are then used to identify those students who will need to be assessed with language proficiency measures. Copies of these survey forms and accompanying letters of introduction written in Spanish, English, and Vietnamese have been included in Appendix A.

To date, the results of 126,712 home language survey forms have been computerized. This number represents 97.4% of the District's current student population (N=130,133). As cited in past reports, a 100% return rate is not represented on the data base for several reasons. First, there exists a time lapse between the actual retrieval of the surveys and the computerization of the survey results. Second, some survey forms have not been legible or complete. Finally, some parents have simply failed to respond.

In the second phase of the identification and assessment effort, language proficiency measures are administered to a preselected set of students. Generally, students are tested if their parents or guardians respond "yes" to questions 2 and 4 or if their parents mark either "a" or "b" under question 5 on the home language survey form. Elementary and secondary students

are tested with Primary Acquisition of Language (PAL) and the Language Assessment Scales (LAS), respectively. The PAL and LAS tests were designed to provide global measures of English and Spanish oral language proficiency. The PAL tests include items on inflections, function words, sentence patterns, and idiomatic expressions. The LAS test items measure phoneme production, oral lexical production, and aural syntax production. Both tests must be administered on an individual basis by trained examiners. The times to administer the PAL and LAS tests vary considerably with respect to the child's language proficiency. In general, however, the results from this year's testing indicate that the PAL and LAS tests require approximately 15 and 35 minutes to administer, respectively.

The major portion of this year's assessment was conducted as follows. Principals were asked to designate testing locations and to prepare lists with the names of the students to be tested. In addition, they were asked to assign personnel to escort students to and from the assessment areas. Monolingual English-speaking Research and Evaluation staff members and substitute instructors then administered the English versions of the PAL and LAS on an individual basis during September and October. The LAS test results were scored by the test administrators immediately following the assessment. The PAL test results were sent to the Department of Research and Evaluation where they were scored by trained personnel. The PAL

and LAS test results were then forwarded to the Department of Data Processing where they were computerized and tabulated. Immediately following this activity, the Department of Bilingual Education coordinated the assessment of the Hispanic elementary LEP student population using the Spanish version of PAL. This assessment was conducted at each school campus on an individual basis by trained resource and bilingual instructors. These test results were scored immediately following the assessment by the test administrators. The results were then forwarded to the Department of Data Processing where the results were computerized.

1.2 How many students of limited English proficiency have been identified?

In compiling the following statistics, an elementary LEP student was defined as a student whose PAL score was less than 5 and whose reading and language national percentiles were less than or equal to 40. A secondary LEP student was defined as a student whose LAS score was less than 4 and whose reading and language national percentiles were less than or equal to 40. In the event that students' achievement scores were not available, the students were identified as LEP or non-LEP solely on the basis of their PAL or LAS test results.

The results of this year's assessment activity and past test results show that 6,813 elementary and 1,959 secondary LEP students have been identified. Statistical breakdowns by grade level of the elementary and secondary LEP student populations are given in the last columns of figures provided in Tables 1 and 2, respectively.

Table 1

A Crosstabulation of the Elementary LEP Student Population by Grade Level and Level of English Proficiency

	Level of English Proficiency					
Grade Level	0	1	2	3	4	Total
Kindergarten	75	529	97	263	284	1,248
1	50	760	96	291	318	1,515
2	18	568	77	176	164	1,003
3	19	446	73	163	177	878
4	16	334	67	185	187	789
5	13	218	43	144	184	602
6	14	257	117	266	124	778
Total	205	3,112	570	1,488	1,438	6,813

Note. These statistics were obtained from the District's machine-readable data base in December 1980. Levels 1, 2, 3, and 4 represent varying degrees of English language proficiency. Students in level 4 have a better command of the English language than students in category 3. Similarly, students in level 3 have a better command of the English language than students categorized in level 2, and so forth. Students categorized as level 0 were untestable.

Table 2

A Crosstabulation of the Secondary LEP Student Population by Grade Level and Level of English Proficiency

	Level of English Proficiency				
Grade Level	0	1	2	3	Total
7	50	250	271	140	711
8	37	58	70	80	245
9	65	83	78	287	513
10	25	44	44	145	258
11	9	23	19	64	115
12	6	12	15	84	117
Total	192	470	497	800	1,959

Note. These figures were extracted from the District's data base in December 1980. Levels 1, 2, and 3 represent varying degrees of English language proficiency. Each number is indicative of the student's command of the English language (the larger the number the better the student's command of the English language). Students categorized as level 0 were untestable.

The District's plan for meeting the needs of students of limited English proficiency requires the testing of elementary Hispanic LEP students with the Spanish version of the PAL. To date, figures extracted from the data base show that 81.7% (4,322) of these students have been assessed. The entire Hispanic LEP student body has not been tested for two reasons. First, there exists a critical shortage in trained bilingual testers. Second, the current influx of Hispanic immigrants throughout the schools in the District has created severe assessment and logistical problems.

1.3 What are the characteristics of these students?

Tables 1 and 2 give crosstabulations of the elementary and secondary LEP student populations by their respective grade levels and levels of English proficiency. Elementary and secondary students who are categorized as less than level 5 and 4, respectively, are potential LEP students. For a detailed discussion on the algorithm used to categorize these students, the reader is referred to the District's plan for meeting the needs of LEP students.

Tables 3 and 4 provide crosstabulations of the elementary and secondary LEP student bodies by their primary language and their grade level. These data indicate that non-Spanish-speaking LEP student populations are reaching proportions where the District may be legally bound to provide them with bilingual curricula in the upcoming 1981-82 school year. Currently, "the district is required to offer a bilingual education program in grades K-3 if the district had 20 or more LESA students in any language classification in the same grade level during the preceding year" (Texas State Plan for Bilingual Education, 1978, p. 9).

Tables 3 and 4 also reveal that 1,075 elementary and 340 secondary LEP students have been identified who learned English prior to any other language. These students were tested primarily because their parents or guardians responded "yes" to questions 2 and 4 or marked either "a" or "b" under question 5 on the home language survey form. That is, they meet the criteria which is currently being used in identifying students who should be tested. A statistical breakdown by ethnicity of this segment of the LEP student population (N=1,415) shows that 5.7%, 5.5%, 84.5%, 1.3%, and 3.0% of these students are Anglo-Americans, Black-Americans, Hispanic-Americans, Native-Americans, and Oriental-Americans, respectively.

Table 3

A Grade Level By Primary Language Crosstabulation of the Elementary LEP Student Body

Primary Language	Grade Level						
	K	1	2	3	4	5	6
Arabic	3	3	0	1	0	0	0
Cambodian - Taiwanese	0	0	5	3	0	1	1
Chinese	1	5	2	2	3	1	1
Dutch	0	0	0	0	1	0	0
English	176	210	182	137	106	102	162
Farsi-Persian	2	0	0	0	0	0	0
French	0	1	0	0	0	0	1
German	1	0	0	2	0	1	0
Greek	1	1	0	0	0	0	0
Gujarati (Indian)	1	0	0	0	0	1	0
Hmong (Meo)	0	1	0	0	2	0	0
Japanese	0	2	1	0	0	0	0
Korean	0	3	1	3	0	2	0
Lao	11	11	13	5	14	10	15
Malayalam	0	0	0	0	0	0	1
Niger-Congo	0	0	0	0	1	0	0
Spanish	943	1,222	766	694	634	466	568
Thai	0	0	0	1	0	0	1
Turkish	0	2	1	0	0	0	0
Tagalog (Philippines)	1	0	0	0	0	2	2
Urdu (Pakistan)	1	2	0	0	0	1	0
Vietnamese	17	12	13	15	7	4	10
Missing Data*	90	40	19	15	21	11	16

Note. Primary language is defined as the language a student learned prior to any other language.

*Some parents failed to indicate the student's primary language on the home language survey form.

Table 4

A Grade Level By Primary Language Crosstabulation of the Secondary LEP Student Body

Primary Language	Grade Level					
	7	8	9	10	11	12
Amharic (Ethiopia)	0	1	2	0	0	2
Arabic	1	0	1	0	1	0
Chinese-Taiwanese	0	3	3	0	5	0
Cambodian	0	0	4	0	0	0
Choctaw	2	0	0	0	0	0
English	169	25	57	46	20	23
Farsi-Persian	1	1	0	1	0	2
French	1	0	0	0	0	1
Greek	0	0	0	0	0	1
Hebrew	0	0	1	0	0	0
Gujarati (Indian)	0	0	0	1	0	1
Hindi	1	0	0	1	0	1
Hmong (Meo)	1	0	0	1	0	0
Japanese	1	0	0	0	0	0
Korean	0	1	0	3	0	2
Lao	13	5	20	11	1	1
Malayalam	0	0	1	0	0	0
Navajo	0	0	1	0	0	0
Norwegian/Danish	0	0	0	0	1	0
Portuguese	0	1	0	0	0	0
Spanish	501	194	398	182	78	78
Tagalog (Philippines)	1	0	0	0	1	0
Thai (Thailand)	0	0	1	1	0	0
Urdu (Pakistan)	0	0	0	0	1	0
Vietnamese	14	12	22	9	7	5
Missing Data*	5	2	2	2	0	0

Note. Primary language is defined as the language a student learned prior to any other language.

*Some parents failed to indicate the student's primary language on the home language survey form.

1.4 What were the characteristics of the testing personnel?

The persons who administered the English versions of the testing instruments were selected from the Department of Research and Evaluation and the list of substitute teachers on file in the District's Personnel Department. All the testers had college backgrounds. Although it is recommended that the test administrators be bilingual (fluent in English and in the examinee's home language), the examiners were monolingual due to a lack of available bilingual examiners. The Spanish versions of the tests were administered by the bilingual resource teachers of the DISD.

3.1 What is the proposed curriculum for meeting the academic needs of elementary and secondary LEP students?

The bilingual education program designed for elementary school LEP students consists of the following components. The child's first language should be used in the teaching of basic concepts concerning the school environment. The child's first language and English should be used in the teaching of language development and subject matter and concepts. Finally, there should be a conscious effort to instill in the children confidence and a positive identity with their cultural heritage.

The curricular elements of the bilingual education program are English language arts (English-as-a-Second-Language), language arts in the child's first language, and regular required subject matter in both languages. Level and amount of language instruction are dependent upon the child's level of language proficiency in both languages. The objectives for the

required subject matter areas (mathematics, science, and social studies) are the same as the District's objectives regardless of the language used for instruction.

A curriculum prescription manual has been developed by the Bilingual Education Office to serve as a guide for the establishment and maintenance of instructional services for LEP students. This curriculum manual was developed in an effort to make the curriculum more uniform across the District. The manual, intended for use in kindergarten through the sixth grades, consists of listings of subject areas, curriculum prescriptions, time allocations for instructional activities, frequencies of instructional components, and curriculum materials for use. The subject areas are Spanish language arts, English language arts, mathematics, science, and social studies. The total time of instruction per day is 300 minutes. There are seven sections which apply to different levels of language proficiency and reading knowledge. The prescriptions are intended to meet the needs of particular students in the different categories. The first six categories refer to bilingual education classes; the seventh deals with students of limited English proficiency in regular classrooms where English is the language of instruction. A copy of the student characteristics and curriculum prescriptions is included in Appendix B.

Secondary school LEP students should receive a program that includes ESL instruction. English language development is also

integrated into subject areas. The type of language instruction is prescribed according to the level of language proficiency of the student. The student participates in regular classes in which English is the language of instruction. The objectives of the program for secondary LEP students correspond to the objectives of the DISD curriculum.

3.2 What are the characteristics of the educational programs provided to LEP students?

A program being implemented this year is the Title VII Computer Assisted Spanish English Transition Sequence (CASETS) Project which has the purpose of developing and improving the English language skills of the Limited English Proficiency (LEP) students involved. The LEP students participating in the program will attend regular social studies classes in English, but the program participants will also receive computer-assisted instruction in Spanish in social studies. The students will then attend English Language Development (ELD) classes. The ELD classes will include teacher-directed instruction and computer-assisted instruction on the key vocabulary and concepts of the social studies lesson. The length of time a LEP student spends at the computer each day will depend on his/her level of English proficiency.

Another Title VII program that serves LEP students is the Bilingual Demonstration Project. The purpose of this program, now in its fifth and final year, is to increase the level of academic achievement of the students involved. The project includes the following six components: instruction,

administration, parental involvement, staff training, materials development and adoption, and evaluation. The program concentrates on helping these students make a smooth transition from Spanish to English by teaching reading first in Spanish, and after English is learned, by teaching reading in English. Data resulting from the five years of evaluation will be used to help administrators make more effective and useful decisions concerning curricula and programs.

The District's Title I program is intended to supplement the curricula of the kindergarten through third-grade LEP students. A LEP student is eligible for Title I if he/she scores less than or equal to the 50th percentile on both the reading and mathematics sections of the Iowa Tests of Basic Skills (ITBS). If the students' ITBS scores are not available, the Test of Essential Reading Skills (TERS) and the Diagnostic Mathematics Test (DMT) are administered. The student takes the TERS or DMT developed for the grade level just below his/her grade level. For example, a student in the third grade takes the test designed for the second grade. If the student does not answer all questions correctly, he/she is eligible for Title I. A kindergarten LEP student takes the Kindergarten Screening Test and is eligible for Title I if all the items are not answered correctly. A Title I LEP student receives 75 minutes of assistance each day. The student's regular classroom teacher gives the Title I teacher a list of objectives to be covered daily. The subjects taught are reading, language development (bilingual education if the Title I teacher is bilingual;

English-as-a-Second-Language if not), and mathematics. In grades one through three the Title I LEP students report to a Title I classroom for instruction; the Title I kindergarten teacher meets with his/her group of students in their regular classroom environment. The student does not continue in the Title I program if he/she scores above the 60th percentile on both the reading and mathematics sections of the ITBS.

In addition to the supplementary program discussed above, Title I also provides for a Migrant Tutoring Program (MTP). Students are classified as migrants if they meet certain District specifications. Migrant students records are then placed on the Migrant Student Record Transfer System (MSRTS), a computer-data system. Of these students, those who score at or below the 20th percentile on the ITBS are eligible to participate in the MTP. Each day, migrant LEP students, located in 19 schools in the District, receive 30 minutes of individual instruction in reading, oral language development, and language arts. The needs of the individual student determine whether Spanish or English or both are used as the language of instruction. The 23 tutors involved in the MTP are bilingual paraprofessionals. These tutors coordinate their lessons with the regular curriculum by working with the principals, resource teachers, and classroom teachers at the schools. Materials used include the DISD baseline curriculum, bilingual education curriculum, and supplementary materials.

Another supplementary bilingual education service is the Emergency School Aid Act (ESAA) Basic Multicultural-Bilingual

Component which is an attempt to effectively meet the needs of the large number of LEP students of the DISD. The program serves LEP students whose primary language is Spanish. The program is intended to help these students achieve educational success using both Spanish and English. Schools were chosen on the basis of their projected LEP student enrollments. The staff consists of 13 resource teachers, 28 aides, and one secretary. An extension of this project is the ESAA-Title VII Desegregation Support Project. This program also provides supplementary bilingual education to help LEP students achieve educational success using two languages.

3.4 How many LEP students are receiving program services?

Records from the Bilingual Department show that 10,060 LEP students are receiving program services. More specifically, 5,757 and 3,312 elementary LEP students are receiving bilingual and ESL program services, respectively; 991 secondary LEP students are receiving ESL instruction.

The statistics from the Bilingual Department show that 11,098 LEP students have been identified. Figures from the District's machine-readable data base show that 8,772 LEP students have been identified. Efforts are being made to identify reasons for the large discrepancy (11,098 - 8,772 = 2,326). The evaluator suspects that the discrepancy is largely due to (a) the time lapse in the retrieval and computerization of test results and (b) a difference in the algorithm used to identify LEP students between the Departments of Bilingual Education and Research and Evaluation. In either case, it is

imperative that an accurate count of the number of limited-English-proficient students be made. This is a necessary prerequisite for giving a measure of the delivery of services to the LEP student body.

5.1 What are the characteristics of the personnel recruitment efforts?

The Personnel Department of the DISD attempts to select and employ the most qualified candidates for available teaching positions. All applications are recorded on a computer and a list of applicants grouped by teaching fields is produced each week. Each candidate is judged based on teaching requirements and predictors of classroom success. The recruitment process is divided into three phases: fall recruitment, spring recruitment, and special minority recruitment. Phase I occurs from October through December. Trained interviewers from the Personnel Office visit colleges and universities in order to conduct on-campus interviews with interested persons. The campuses included in the fall recruitment schedule are listed in Appendix C. Most of the colleges and universities included have been successful recruitment locations for several years. Other colleges and universities are added to the schedule as the need or opportunity arises. There are also three Teacher Education Center interview sessions which occur in Dallas in order to recruit student teachers teaching in the District. Also, the District receives a list of sophomore, junior, and senior education majors from the placement director at various colleges and universities. The Personnel Department sends a letter to each sophomore congratulating him/her for selecting education as

a career choice. Juniors are sent letters congratulating them on their progress and suggesting that they consider the DISD when they start applying for positions. The seniors get a letter of congratulations accompanied by an application for employment with the DISD.

The regular recruitment effort described above continues throughout the year, but a special emphasis on recruitment of bilingual education/ESL instructors occurs from March through July when more graduates are available for positions. This special effort includes interviews, advertising in newspapers, and radio announcements.

5.2 How many Bilingual Education/ESL instructors were recruited with acceptable credentials (bilingual certificates, permits or endorsements)?

There are 297 people employed by the DISD who are certified to teach bilingual education classes. Of these, 169 are classified as bilingual education classroom teachers. Some of the positions held by the remaining District personnel who are certified to teach bilingual classes are regular classroom teachers, resource teachers, instructional specialists, principals, directors, etc. Superintendents may secure Bilingual Emergency Teaching Permits for persons who meet certain District standards. There are 22 bilingual education teachers who hold Bilingual Emergency Teaching Permits. In addition to the bilingual education personnel, there are 25 teachers assigned to English-as-A-Second-Language classes.

5.3 What is the basis for assigning and reassigning bilingual education personnel to schools?

In general, all teaching personnel are assigned and

reassigned to positions according to need. Initial placement of personnel begins in March and April. Once an applicant has been accepted for a position, assignments are made by the Placement Committee which is made up of several administrators from the Personnel Department. After considering vacant positions, school locations, and applicant qualifications, a consensus is reached by the Placement Committee which leads to assignment of the new personnel.

Reassignment of personnel is due either to reduced enrollment at a school or to the request from a teacher for a transfer. Before reassignment, the Area Coordinator of Personnel Services collects data on each vacant position. These data include who the subjects are, what the school location is, and what special talents are required for the position. If enrollment at a school drops enough that a teacher at that school is no longer needed, the Personnel Department's Placement Committee reviews the teacher's file for special qualifications, experience, interests, and teacher residence. The Committee then compares these data with the data collected on the District's vacant positions before making recommendations for reassignment.

A teacher's transfer request, along with the approval from the principal, must be turned in to the Personnel Department by February in order to be eligible for consideration. The reassignment requests of bilingual education instructors must also be accompanied by approval from the Bilingual Education Office. Transfer requests are then arranged in priority order according to certain District standards. The Assistant

Superintendent of Personnel Services and the Assistant Superintendents of Learning compare the teacher's file with the data available on District vacancies in order to make their recommendations for reassignment.

In addition to the reassignment procedures already discussed, the Assistant Superintendent of the Personnel Department may authorize teacher transfers at any time during the year in order to serve the best interests of the District.

Ongoing Evaluation Activities

Data are being gathered to describe the environmental and instructional characteristics of in-service staff development work sessions and to corroborate personnel recruitment efforts. Data are also being gathered for the purpose of identifying potential sources which may preclude the delivery of services to all students of limited English proficiency such as instructional person-power shortages, instructional discontinuities across grade levels, and communication breakdowns. Finally, the District's subsystems for assessing, monitoring, and exiting students are being examined.

Appendix A

dallas independent school district

Linus Wright
General Superintendent

Estimado Padre(s)/Guardián(es):

El distrito escolar de Dallas tiene como meta el proveer programas adecuados para toda la niñez. Recientemente la Corte Suprema falló en la causa Lau vs. Nichols que las escuelas deberán hacer un reporte tocante al idioma(s) que se habla en el hogar por el estudiante y su familia. Por supuesto, usted es la persona mejor indicada para ayudarnos en esta area. Al compartir esta información con nosotros, nos ayudará a proveer para su hijo/hija el mejor programa educativo que nuestras escuelas pueden ofrecer.

Su participación es muy importante. Tenga la bondad de contestar algunas preguntas sobre el idioma(s) que se habla en su hogar.

Haga favor de contestar las preguntas al revés de esta carta. Llene un cuestionario para cada niño/niña y regréselo al maestro(a) lo más pronto posible. Llame a la escuela si tiene alguna pregunta.

Sumamente agradecemos su cooperación para proveer una mejor preparación para su niño/niña.

Sinceramente,

Linus Wright
Superintendente General

Place 4-line Demographic label here. If label is not available, fill in student information below.

DALLAS INDEPENDENT SCHOOL DISTRICT

PARENTAL SURVEY OF HOME LANGUAGE

WHITE - Data Services
CANARY - Student File
PINK - Area Administrator

STUDENT INFORMATION:

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School Location Number _____ 2-4

Student I.D. Number _____ 5-10

Sex:
____Male
____Female

ETHNIC RACIAL CATEGORY
____ American Indian or Alaskan Native
____ Asian or Pacific Islander
____ Black Not of Hispanic Origin
____ Hispanic
____ White Not of Hispanic Origin

Student Name: _____

Grade: _____

DEBE DE COMPLETARSE POR EL PADRE O GUARDIAN:

IRST
ANGUAGE
____
X

ECOND
ANGUAGE
____
3

REQUENCY
____
4

1. ¿Cuál es el primer idioma que aprendió su hijo/hija en su hogar? _____

2. ¿Escucha su hijo/hija algun idioma aparte del inglés en su hogar? _____sí _____no

   Si la respuesta a número 2 ès sí, haga favor de contestar las siguientes preguntas:

3. ¿Cuál es el idoma(s) aparte del inglés que su hijo/hija escucha de sus padres o guardian(es) en su hogar? _____

4. ¿Cuándo se habla ese idioma aparte del inglés en su hogar, lo entiende su hijo/hija? _____sí _____no

5. ¿Habla su hijo/hija ese idioma aparte del inglés en su hogar? (Indique su respuesta con una X en el espacio proveido.)

   a. ¿Casi siempre? _____
   b. ¿Parte del tiempo? _____
   c. ¿De vez en cuando? _____
   d. ¿Nunca? _____

_____
Firma del Padre o Guardian

_____
Fecha

dallas independent school district

Linus Wright
General Superintendent

Dear Parent(s)/Guardian(s):

The Dallas Independent School District is committed to serve all children through programs that are appropriate to their needs. Recently the Supreme Court ruled in the Lau vs. Nichols decision that schools must report what language(s) is spoken by a child and his/her family in the home. Clearly you are most qualified to assist us in this area. By sharing this information with us, you will help us to provide your child with the best education that our schools can offer.

Your participation is very important. Please take the time to answer several questions about the language(s) spoken in your home.

Please answer the questions on the reverse side of this letter. Complete one questionnaire for each child and return the questionnaire to your child's teacher. Call the school if you have any questions regarding this communication.

Once again, we deeply appreciate your cooperation in helping us to provide a better education for your child.

Sincerely yours,

Linus Wright

Linus Wright
General Superintendent

Place 4-line Demographic label here. If label is not available, fill in student information below.

DALLAS INDEPENDENT SCHOOL DISTRICT

PARENTAL SURVEY OF HOME LANGUAGE

WHITE - Data Services
CANARY - Student File
PINK - Area Administrator

STUDENT INFORMATION:

School Location Number _____ 2-4

Student I.D. Number _____ 5-10

Sex:
_____ Male
_____ Female

ETHNIC RACIAL CATEGORY
_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black Not of Hispanic Origin
_____ Hispanic
_____ White Not of Hispanic Origin

Student Name: _____

Grade: _____

TO BE COMPLETED BY PARENT OR GUARDIAN:

1. What is the first language your child learned at home? _____

2. Does your child hear a language other than English spoken at home by parent or guardian? ____ yes ____ no

If the answer to Question Number 2 is Yes, please answer the following questions:

3. What is the language(s) other than English which your child hears at home from parents or guardian(s)? _____

4. When the language other than English is spoken at home, does your child understand it? _____ yes _____ no

5. Does your child speak the language other than English at home? (Indicate your response with an X on the space provided.)

a. Most of the time. _____

b. Some of the time. _____

c. Not very often. _____

d. Not at all, _____

_____
Signature of Parent

_____
Date

33

34

Place 4-line Demographic label here. If label is not available, fill in student information below.

WHITE—Data Services
CANARY—Student File
PINK—Area Administrator

BẢNG NGHIÊN-CỨU VỀ NGÔN-NGỮ XỬ-DỤNG TRONG GIA-ĐÌNH DÀNH CHO PHỤ-HUYNH HỌC-SINH TẠI TIỂU-BANG TEXAS

School Location Number _____ 2-4

Student I.D. Number _____ 5-10

Sex:
_____ Male
_____ Female

Race/Ethnicity:
_____ White
_____ Black
_____ Hispanic
_____ Asian
_____ Am-Indian

Grade: _____

Student Name: _____

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RST
NGUAGE

COND
NGUAGE

EQUENCY

PHẦN DÀNH RIÊNG CHO PHỤ-HUYNH HỌC-SINH HAY NGƯỜI GIÁM-HỘ ĐIỀN :

1. Cho biết ngôn-ngữ đầu tiên con em Quý-vị học ở nhà ? _____
2. Ở nhà, con em Quý-vị có nghe Quý-vị nói một ngôn-ngữ nào khác ngoài tiếng Anh không? ____ CÓ ____ KHÔNG
   Nếu câu trả lời của Câu Hỏi Số 2 là Có, xin Quý-vị trả lời những câu hỏi sau đây :
3. Ngôn-ngữ nào không phải là Anh-ngữ mà con em Quý-vị nghe Phụ-Huynh hay Người Giám-Hộ nói ở nhà ? _____
4. Khi Quý-vị nói ngôn-ngữ nầy, (không phải là tiếng Anh) trong gia đình, con em Quý-vị có hiểu không?
   _____ Có _____ không.
5. Ở nhà, con em Quý-vị có nói một ngôn-ngữ nào khác ngoài tiếng Anh không? (Xin Quý-vị ghi dấu X vào khoảng trống để trả lời).
   a. Luôn luôn _____
   b. Thỉnh-thoảng _____
   c. Ít khi nói _____
   d. Không bao giờ nói _____

_____
Chữ-ký của Phụ-Huynh

_____
Ngày

35

38

dallas independent school district

Linus Wright
General Superintendent

KHU HỌC-CHÍNH ĐỘC-LẬP DALLAS

Kính gửi : Quý-vị Phụ-Huynh Học sinh / Người Giám Hộ.

Thưa Quý-vị,

Khu Học-Chính Độc-Lập Dallas được uỷ-nhiệm phục vụ tất cả học sinh qua những chương trình thích-hợp với nhu cầu của các em.

Gần đây, do quyết định của Tối-Cao Pháp-Viện trong vụ kiện Lau vs. Nichols, tất cả các trường học phải báo cáo về những ngôn-ngữ mà các em học sinh xử dụng ở nhà. Chúng tôi thiết nghĩ Quý-vị có đủ thẩm quyền để giúp chúng tôi trong lãnh vực này. Bằng cách tham gia và cung cấp dữ-kiện này, Quý-vị sẽ giúp chúng tôi cung cấp cho con em Quý-vị một nền giáo-dục tốt đẹp mà nhà trường có thể cung-hiến.

Sự tham gia của Quý-vị rất quan trọng. Xin Quý vị vui lòng bớt chút thì giờ trả lời những câu hỏi liên quan đến những ngôn-ngữ được xử-dụng ở nhà. Xin Quý-vị trả lời những câu hỏi ghi phía sau lá thư này. Quý-vị điền mỗi bản câu-hỏi thẩm dò ý-kiến cho từng em và giữ lại bản phỏng vấn cho giáo-viên phụ trách con em Quý-vị. Xin Quý-vị liên lạc với nhà trường nếu Quý-vị có điều gì thắc mắc liên quan đến vấn đề này.

Một lần nữa chúng tôi chân thành cảm ơn sự hợp tác của Quý-vị trong việc giúp đỡ chúng tôi cung cấp một nền giáo-dục tốt đẹp cho con em Quý-vị

Trân trọng,

Linus Wright

Linus Wright
Tổng Giám-Đốc Khu Học-Chính.

Appendix B

STUDENT CHARACTERISTICS: K-6

*I. Non-reader
Spanish Monolingual
Recent arrival in the U.S.A.
No previous schooling

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Spanish Language Arts	**ORAL LANGUAGE ACTIVITIES** • Basic concept development • Vocabulary development • Games, songs, rhymes • Storytelling • Listening experiences • Role playing • Picture interpretations • Language experience charts (Select at least 3 activities)	45 minutes	Daily	Baseline Amanecer/MacMillan (Spanish vocabulary) Spanish reading texts Other available materials
	READING (Readiness) • Auditory discrimination • Visual discrimination • Beginning/ending sounds • Letter names • Decoding skills • Comprehension skills • Other baseline reading skills • Language experience charts	30 minutes	Daily	SCDC Serie Bilingüe ROLL BEP Communication Guides
	WRITING (Readiness) • Mechanics • Other baseline skills	30 minutes	Daily	Baseline Spanish Reading texts BEP Communication Guides
	INDEPENDENT SPANISH LANGUAGE ARTS ACTIVITIES • Listening • Vocabulary development • Reinforcement of appropriate baseline skills	15 minutes		Teacher-made materials Spanish Reading Supplementary texts

(Continued)

Subject Area	Curriculum Prescription	Time	Frequency	Materials
English Language Arts	**NO FORMAL ENGLISH READING INSTRUCTION** **ORAL LANGUAGE ACTIVITIES:** Listening/Speaking • School environment and survival English vocabulary/pattern development • Structured English as a Second Language	30 minutes	Daily	Baseline ROCK Steps to English A, B Book 1 (Orally)
	• Vocabulary/Pattern development — basal reader — content area texts	30 minutes	Daily	Houghton Mifflin Palo Alto Content area texts
	ORAL LANGUAGE Enrichment Activities • songs, rhymes, games, storytelling, riddles, role playing, language experience charts (select at least two activities)	15 minutes	Daily	Teacher-made materials Other available
	INDEPENDENT ENGLISH ORAL LANGUAGE ACTIVITIES • Listening • Vocabulary development • Reinforcement of appropriate baseline skills	15 minutes		Teacher-made materials
Math	Concept development in Spanish English terminology acquired during English as a Second Language period	30 minutes	Daily	Baseline Silver Burdett Text
Science	Concept development in Spanish through experiences and experiments English terminology acquired during English as a Second Language period	30 minutes	Daily	Baseline BEP Science Guides Stems Science Texts
Social Studies	Concept development in Spanish English terminology acquired during English as a Second Language period	30 minutes	Daily	Baseline BEP Social Studies Guides Multicultural Social Studies A Cado Paso

Art and Music are integrated in daily activities. Math, science, and social studies activities should also be integrated in K-3 daily activities within the self-contained classrooms. In grades 4-6, if departmentalized, vocabulary lists should also be obtained from teachers for each of the content areas in order to utilize this vocabulary in ESL instruction.

***Use materials according to his grade level placement and/or age.**

STUDENT CHARACTERISTICS: K-6

II. Spanish dominant
Limited English Proficiency
Received all instruction in English
Limited reader in English
Not achieving

OR

Spanish dominant
Limited English proficiency
Limited reader
In and out of Bilingual Education Program in DISD

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Spanish Language Arts	**ORAL LANGUAGE ACTIVITIES** • Basic concept development • Vocabulary development • Games, songs, rhymes • Storytelling • Listening experiences • Role playing • Picture interpretations	30 minutes	Daily	Baseline McMillan (Spanish vocabulary) Spanish Reading texts Other available materials
	LANGUAGE EXPERIENCE CHART • Basal reader vocabulary development • Content area vocabulary development • High frequency words • Language experience stories	30 minutes	Daily	Spanish Reading texts Content Area texts
	READING • Review consonant sounds that transfer from English to Spanish • Teach new sounds and letter names • Decoding skills • Structural analysis • Comprehension skills • Other baseline skills	30 minutes	Daily	SCDS BEP Communication Guides Serie Bilingüe Senda- ROLL Teacher-made aids
	WRITING • Mechanics • Spelling words from appropriate reading text • Writing sentences, paragraphs from appropriate reading level • Other baseline skills	15 minutes	Daily	Baseline Spanish Reading texts Teacher-made aids BEP Communication Guides
	INDEPENDENT SPANISH LANGUAGE ARTS ACTIVITIES • Listening • Vocabulary development • Reinforcement of appropriate baseline skills	15 minutes	Daily	Teacher-made aids Language master

(Continued)

Subject Area	Curriculum Prescription	Time	Frequency	Materials
English Language Arts	**NO FORMAL ENGLISH READING INSTRUCTION** **ORAL LANGUAGE ACTIVITIES** Listening/Speaking • Structured English as a Second Language	30 minutes	Daily	Baseline ROCK Steps to English A, B Book 1 — Book 2 (Orally)
	• Vocabulary/Pattern development utilizing language experience charts — basal reader and pocket chart strategies — content area texts	30 minutes	Daily	Houghton/Mifflin Palo Alto Series Content area texts
	ORAL LANGUAGE ENRICHMENT ACTIVITIES • songs, rhymes, games, storytelling, riddles, role playing, language experience charts (select at least two activities)	15 minutes	Daily Daily	Reading texts Other available materials
	INDEPENDENT ENGLISH LANGUAGE ARTS ACTIVITIES • Listening • Vocabulary development • Reinforcement of appropriate oral language baseline skills	15 minutes	Daily	Teacher-made aids Language master Taped stories
Math	Concept development in Spanish English terminology acquired during English as a Second Language Period	30 minutes	Daily	Baseline Silver Burdett text
Science	Concept development in Spanish through experiences and experiments English terminology acquired during English as a Second Language period	30 minutes	Daily	Baseline B.E.P. Science Guides Stem Science texts
Social Studies	Concept development in Spanish English terminology acquired during English as a Second Language period	30 minutes	Daily	Baseline B.E.P. Social Studies Guides Multicultural Social Studies A Cada Paso

Art and Music are integrated in daily activities. Math, science, and social studies activities should also be integrated in K-3 daily activities within the self-contained classrooms. In grades 4-6, if departmentalized, vocabulary lists should also be obtained from teachers for each of the content areas in order to utilize this vocaulbary in ESL instruction.

STUDENT CHARACTERISTICS: K-6

III. Fluent Reader in Spanish
Attended school in Hispanic country
Non-English speaker

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Spanish Language Arts	**ORAL LANGUAGE AND READING ACTIVITIES** • Songs, games, poems • Role playing, dramatization • Baseline reading skill reinforcement • Vocabulary development/enrichment • Literature	30 minutes	Daily	Reading texts Other available materials Baseline Senda BEP Communication Guides
	WRITING • Mechanics • Writing sentences, paragraphs • Creative writing	30 minutes	Daily	Baseline Spanish reading texts BEP Communication Guides
	INDEPENDENT SPANISH LANGUAGE ARTS ACTIVITIES • Listening • Vocabulary reinforcement • Creative writing	15 minutes	Daily	Teacher-made materials Language Master Records
English Language Arts	**NO FORMAL ENGLISH READING INSTRUCTION** **ORAL LANGUAGE ACTIVITIES** Listening/Speaking • School Environment and Survival English vocabulary and pattern development	30 minutes	Daily	Baseline
	• Structured English as a Second Language	30 minutes	Daily	ROCK, Steps to English A, B Book 1 (Orally)
	• Vocabulary/Pattern development utilizing language experience charts and pocket chart strategies — basal reader — content area texts	30 minutes	Daily	Houghton/Mifflin Palo Alto Series Content area texts
	ORAL LANGUAGE ENRICHMENT ACTIVITIES • songs, rhymes, games, storytelling, riddles, role playing, language experience charts, picture interpretation (select at least two activities)	30 minutes	Daily	Reading texts Other available materials
	INDEPENDENT ENGLISH LANGUAGE ARTS ACTIVITIES • Listening • Vocabulary development • Reinforcement of appropriate baseline skills	15 minutes	Daily	Teacher-made materials Language master Taped stories

(Continued)

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Math	Basic concept development in Spanish Reinforcement in English (ESL)	30 minutes	Daily	Silver Burdett 1-6 Teacher-made materials Baseline
Social Studies	Basic concept development in Spanish Reinforcement in English (ESL)	30 minutes	Daily	Baseline BEP Social Studies Guides; Holiday Units Multicultural Social Studies Kit
Science	Basic concept development in Spanish Reinforcement in English (ESL)	30 minutes	Daily	BEP Science Guides Ciencia 1, 2, 3 Stem Kits; Baseline

Art and Music are integrated in daily activities. Math, science and social studies activities should also be integrated in K-3 daily activities within the self-contained classrooms. In grades 4-6, if departmentalized, vocabulary lists should also be obtained from teachers for each of the content areas in order to utilize this vocabulary in ESL instruction.

STUDENT CHARACTERISTICS: K-6

IV. Limited English Proficient — Bilingual Education Program — DISD
Fluent Reader in Spanish — Lacks oral English proficiency to meet transition criteria

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Spanish Language Arts	**ORAL LANGUAGE AND READING ACTIVITIES** • Songs, games, poems • Listening activities • Role playing, dramatization • Baseline reading skill reinforcement • Vocabulary development in reading and content area • Literature	30 minutes	Daily	Baseline Spanish reading texts BEP Communication Guides Other available materials Senda BEP Communication Guides Content area texts
	FORMAL WRITING • Mechanics • Spelling words from appropriate basal reader • Writing sentences, paragraphs • Baseline skill development/enrichment	30 minutes	Daily	Baseline Spanish Reading texts BEP Communication Guides
	INDEPENDENT READING AND WRITING ACTIVITIES • Reinforcement of baseline skills • Enrichment activities • Creative writing	15 minutes	Daily	Teacher-made materials Other available materials Records
English Language Arts	**NO FORMAL ENGLISH READING INSTRUCTION** **ORAL LANGUAGE ACTIVITIES** Listening/Speaking • Structured English as a Second Language	30 minutes	Daily	Baseline ROCK
	• Vocabulary/Pattern development — basal readers — content area texts	30 minutes	Daily	Steps to English A, B Books 1, 2 (Orally)
	LANGUAGE EXPERIENCE CHART AND POCKET CHART STRATEGIES — comprehension exercises — basal reader and content area text vocabulary/sight words — sentence patterns — review Spanish consonant sounds that transfer into English	30	Daily	Houghton/Mifflin Palo Alto Series Content area texts
	ORAL LANGUAGE ENRICHMENT ACTIVITIES • songs, rhymes, games, story telling, riddles, role playing, picture interpretation (select at least two activities)	30	Daily	Reading texts Other available materials
	INDEPENDENT LANGUAGE ARTS ACTIVITIES • listening • writing sentence patterns • vocabulary development • reinforcing baseline skills	15 minutes	Daily	Teacher-made materials Language master Taped stories

(Continued)

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Math	Basic concept development in Spanish Reinforcement in English (ESL)	30 minutes	Daily	Silver Burdett 1-6 Baseline
Social Studies	Basic concept development in Spanish Reinforcement in English (ESL)	30 minutes	Daily	Baseline BEP Social Studies Guides Holiday Units Multicultural Social Studies Kit
Science	Basic concept development in Spanish Reinforcement in English (ESL)	30 minutes	Daily	Baseline BEP Science Guides Ciencia 1, 2, 3 Stem Kits

Art and Music are integrated in daily activities. Math, science and social studies activities should also be integrated in K-3 daily activities within the self-contained classrooms. In grades 4-6, if departmentalized, vocabulary lists should also be obtained from teachers for each of the content areas in order to utilize this vocabulary in ESL instruction.

STUDENT CHARACTERISTICS: K-6

V. Fluent reader in Spanish
Bilingual Education Program —
Dallas Independent School District

Made transition before meeting English oral language criteria
Is below grade level in English language arts

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Spanish Language Arts	**ORAL LANGUAGE/READING ACTIVITIES** • Skills reinforcement • Vocabulary development/enrichment • Literature from basal readers and content areas • Other baseline skills	15 minutes	Daily	Baseline Senda BEP Communication Guides Other available materials
	WRITING • Mechanics • Writing sentences, paragraphs • Creative writing • Other skills	30 minutes	Daily	Baseline BEP Baseline Communication Guides
	INDEPENDENT SPANISH LANGUAGE ARTS • Listening • Vocabulary reinforcement • Creative writing	15 minutes	Daily Daily	Teacher-made materials Other available materials
English Language Arts	**ORAL LANGUAGE ACTIVITIES** Listening/Speaking • Structured English as a Second Language	30 minutes	Daily	Baseline ROCK Steps to English A, B Book 1 and Book 2
	• Vocabulary/Pattern development — basal readers — content area texts	30 minutes	Daily	Basal reader texts Content area texts
	ORAL LANGUAGE ENRICHMENT ACTIVITIES • songs, games, riddles • storytelling • picture interpretation • experience charts	15 minutes	Daily	Other available materials Teacher-made materials
	FORMAL READING INSTRUCTION (Instructional level) Skills according to appropriate baseline level • Sight words, vocabulary and phonics exercises utilizing language experience charts and pocket chart strategies • Structural analysis • Comprehension exercises • Fluency skills • Other reading skills (select at least two activities)	45 minutes	Daily	Baseline Houghton/Mifflin Palo Alto Series
	FORMAL WRITING Skills according to appropriate baseline level • Mechanics • Spelling words from appropriate basal reader • Dictation and paragraphs using spelling words • Other writing skills	15 minutes	Daily	Baseline Writing texts Reading texts

(Continued)

Subject Area	Curriculum Prescription	Time	Frequency	Materials
English Language Arts (continued)	**INDEPENDENT LANGUAGE ARTS ACTIVITIES** • Language experience stories • Phonetic reinforcement (games, charts) • Listening activities • Creative writing activities using Social Studies, Science and Math concepts • Silent reading	15 minutes	Daily	Teacher-made materials Other materials available
Math	Basic concept development in English Reinforcement in Spanish	30 minutes	Daily	Baseline Silver Burdett 1-6 Teacher-made materials
Social Studies	Basic concept development in English Reinforcement in Spanish	30 minutes	Daily	Baseline BEP Social Studies Guides Holiday Units Multicultural Social Studies Kit
Science	Basic concept development in English Reinforcement in Spanish	30 minutes	Daily	Baseline BEP Science Guides Ciencia 1, 2, 3 Stem Kits

Art and Music are integrated in daily activities. Math, science, and social studies activities should also be integrated in K-3 daily activities within the self-contained classrooms. In grades 4-6, if departmentalized, vocabulary lists should also be obtained from teachers for each of the content areas in order to utilize this vocabulary in ESL instruction.

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Spanish Language Arts	**ORAL LANGUAGE, READING, AND WRITING INDEPENDENT ENRICHMENT ACTIVITIES** • Listening activities • Baseline skills reinforcement • Vocabulary development for reading and the content areas • Creative writing • Literature • Songs, games, riddles	30 minutes	Daily	Baseline Senda BEP Communication Guides Other available materials
English Language Arts	**ORAL LANGUAGE ACTIVITIES** Listening/Speaking • Structured English as a Second Language	30 minutes	Daily	Baseline Steps to English Books 1-4
	• Vocabulary/Pattern development — basal reading vocabulary — content area vocabulary (ESL)	30 minutes	Daily	Baseline Content area texts
	ORAL LANGUAGE ENRICHMENT ACTIVITIES • Songs, games, riddles • Storytelling, role playing • Picture interpretation • Experience Charts	15 minutes	Daily	Teacher-made materials
	FORMAL READING • Decoding skills (review Spanish word recognition skills that transfer to English) — long vowel sounds/symbols — short vowel sounds/symbols — word endings — consonant sounds: h, j, k, q, w, v, z — consonant blends: th, sm, sk, sh, sn, sl, se, st, ch, sn, wh • Comprehension skills • Fluency skills • Experience charts using reading vocabulary, patterns, idioms • Reinforcing other baseline skills	60 minutes	Daily	Baseline Palo Alto Series Houghton/Mifflin Series
	WRITING • Mechanics • Spelling words from basal readers • Dictation using spelling words • Sight words • Constructing sentences, paragraphs	30 minutes	Daily	Baseline Writing text Teacher-made materials
	INDEPENDENT LANGUAGE ARTS ACTIVITIES • Writing simple sentences using reading and content area words • Listening to taped stories from basal readers • Phonetic charts • Creative writing • Reinforcing other baseline skills	15 minutes	Daily	Teacher-made materials Taped stories

(Continued)

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Math	Concept development in English Review basic concepts in Spanish	30 minutes	Daily	Baseline Silver Burdett text
Science	Concept development in English Review basic concepts in Spanish	30 minutes	Daily	Baseline BEP Guides Stems Science texts
Social Studies	Concept development in English Review basic concepts in Spanish	30 minutes	Daily	Baseline BEP Guides Multicultural Social Studies A Cada Paso

Art and Music are integrated in daily activities. Math, science, and social studies activities should also be integrated in K-3 daily activities within the self-contained classrooms. In grades 4-6, if departmentalized, vocabulary lists should also be obtained from teachers for each of the content areas in order to utilize this vocabulary in ESL instruction.

STUDENT CHARACTERISTICS: K-6

VII. Monolingual — Non-English Speaker
May have been recent arrival from a country. No previous schooling or may lack many basic skills.

Placed in an all English classroom

Subject Area	Curriculum Prescription	Time	Frequency	Materials
English Language Arts	**NO FORMAL ENGLISH READING INSTRUCTION** **ORAL LANGUAGE ACTIVITIES** Listening/Speaking • School Environment and Survival English vocabulary and sentence pattern development	30 minutes	Daily	Baseline
	• Structured ESL Instruction	30 minutes minutes	Daily	ROCK Steps to English A, B Book 1 (Orally)
	• Vocabulary and sentence pattern development from basal readers using pocket chart strategies	30 minutes	Daily	Houghton/Mifflin Palo Alto, Economy Content area texts MacMillan Kindergarten Program
	• Oral Language Enrichment Activities — songs, rhymes, stories — comprehension exercises — picture interpretations — language experience stories — directions/instructions — other baseline skills	45 minutes	Daily	Basline Teacher-made materials
	READINESS FOR READING ACTIVITIES • Auditory discrimination • Visual discrimination • Language experience charts • Other non-reading baseline skills	30 minutes	Daily	Teacher-made materials Commercial Materials
	WRITING READINESS • Mechanics • Handwriting • Appropriate baseline skills	30 minutes	Daily	Baseline Writing text Teacher-made materials
	INDEPENDENT LANGUAGE ARTS ACTIVITIES • Vocabulary development through peer tutoring • Language master activities • Listening to tapes • Classification activities • Listening in order to follow directions • Sequencing activities • Copying letters/numerals • Recording a simple poem, riddle, story, song	15 minutes	Daily	Teacher-made materials Language Master Cards Taped stories Reading text Records

(Continued)

Placed in an all English classroom

Subject Area	Curriculum Prescription	Time	Frequency	Materials
Math	**MATHEMATICAL CONCEPTS UTILIZING ESL METHODOLOGY** • Vocabulary development • Sentence pattern development • Basic concept development • Other appropriate baseline skills	30 minutes	Daily	Baseline MacMillan Math Addison Wesley Silver Burdett Teacher-made materials
Science	**SCIENTIFIC CONCEPT UTILIZING ESL METHODOLOGY** • Vocabulary development • Sentence pattern development • Basic concept development • Other appropriate baseline skills	30 minutes	Daily	Baseline Basal text Teacher-made materials
Social Studies	**SOCIAL STUDIES CONCEPTS UTILIZING ESL METHODOLOGY** • Vocabulary development • Sentence patterns development • Basic concept development • Other appropriate baseline skills	30 minutes	Daily	Baseline Multicultural Social Studies Basal Text Teacher-made materials

Art and Music are integrated in daily activities. Math, science, and social studies activities should also be integrated in K-3 daily activities within the self-contained classrooms. In grades 4-6, if departmentalized, vocabulary lists should also be obtained from teachers for each of the content areas in order to utilize this vocabulary in ESL instruction.

Appendix C

List of College and University Campuses included
in the Fall recruitment schedule

Corpus Christi State University
Our Lady of the Lake University
University of Texas at San Antonio
Baylor University
Grambling State University
West Texas State University
Louisiana State University
Southern University
Texas Technical University
Dillard University
Xavier University
New Mexico State University
Texas College
Prairie View Agricultural and Mechanical University
University of Texas at El Paso
Houston-Tillotson University
Southwest Texas State University
University of Texas
East Texas State University
Texas Women's University
North Texas State University
Paul Quinn College
Texas Agricultural and Industrial University
Pan American University
University of Arkansas